

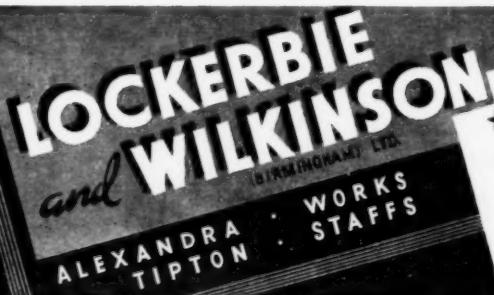
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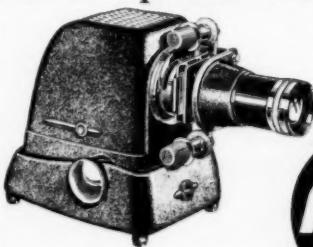
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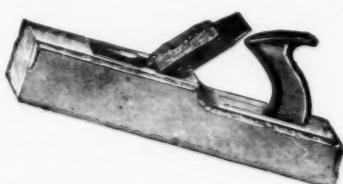
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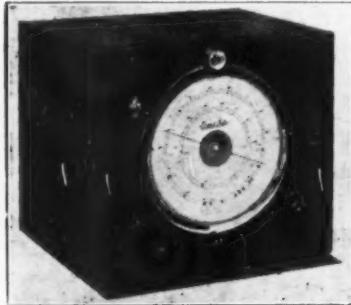
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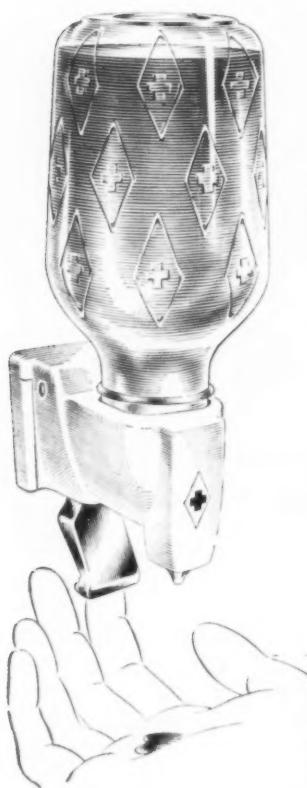
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SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,314. VOL. CXLIV.

SEPTEMBER, 1951

This Secondary Grammar School Problem

BY JUNIUS

One of the main characteristics of the N.A.D.E.E. has been its desire to examine educational problems, and to this end it has from time to time induced its Committees in membership to collect and forward information concerning these problems to Dr. White, their Secretary, for collation and issue in due course.

These summaries have appeared in the minutes of proceedings of the Executive Committee of the N.A.D.E.E. and the educational press has devoted much space to commenting upon them. One problem in particular which has aroused much interest has been that concerning the secondary grammar school.

Retrospect.

Before it is possible to draw conclusions from the wealth of evidence submitted by Divisional Officers, it is necessary to have regard to the development of the problem during the period of the last fifty years. Before the passing of the Education Act of 1902, the two qualifications for the entry to the grammar schools were (*a*) the ability to pay fees and (*b*) the ability to secure a foundation scholarship and thus to gain admission through the bounty, goodwill and forethought of the pious founder. On occasion the term "foundation scholar" was simply regarded as an euphemism for "charity scholar" by some whose endowments might be considered as pecuniary rather than intellectual.

The fees were probably low, much less than the cost of individual music lessons, in fact 35 shillings per term, three terms per year, was the average amount demanded in one large county area. There were, of course the extras, books and stationery, and caps and shirts (for games). The scholars were expected to be suitably clothed and shod—after all, they attended the grammar school and had to uphold the credit and tradition of that institution! The parents had to make sacrifices to provide the requirements which were over and above those needed for the public elementary schools, and after attaining the age of fourteen, owing to his continued attendance, the scholar was inhibited from contributing in any measure to his own maintenance. How often does one hear of cases of bright young folks who were projected into industry at the age of fourteen in order to contribute towards the maintenance of the family? Some of these previously "disinherited" have, by sheer hard work and persistence, struggled through to positions of great

responsibility and have often remembered their early disappointments and have endeavoured either to widen the educational ladder or substitute for it a reasonably large lift.

The children of professional men, tradesmen, shopkeepers, publicans and foreman artisans, who had ideas, were just able to make the sacrifice. In a small community, there was a certain amount of social prestige in parading a child with a coat of arms on his cap. The self-established rulers of the community took good care to send their own offspring to well-established schools in the large towns a few miles from their small community, and on occasion had somewhat shamefacedly to apply for admission to the local grammar school when informed by the Head of the town school that their children were wasting his staff's time and their parents' money.

The Intervention of the L.E.A.

The development of these communities brought in its train the need for brighter and better accommodation, more and better qualified staffs and increases in the supply of books, apparatus and stationery. The funds from the endowments were practically static, the locals could not pay the enhanced fees, assistance had to be forthcoming and, in time, the local education authority had to intervene. These schools had traditions and roots, even if standards of academic attainment were often of that calibre insufficient to establish a highway to the University. In subsidizing the school the local education authority's policy was to continue the tradition from the point of view of local educational prestige, but at the same time to disperse the prevalent idea of the school's being an end in itself, by linking it with the University.

Reverting to the educational standard, young scholars of to-day will hardly realise that in some schools, fifty years ago, the passing of a matriculation examination by one or more scholars was sufficient to merit a school holiday to celebrate the occasion. There is no doubt that the intervention of the local education authorities enabled these schools to function in line with modern conditions and requirements. The time was not yet ripe for fee-less education, but public feeling demanded that entrance to the schools should not be entirely on a fee-paying basis and that "those capable of profiting by the education given therein" should be admitted

whether their parents were able to pay fees or otherwise. Hence an entrance examination for all was devised and this was linked up with a means test for all desirous of a free place.

Effect upon the Schools.

What effect had this upon the schools?

Headmasters noted that their fifth forms, usually occupied by well-dressed youngsters culled from their best social strata, were now being occupied by others of parents not so opulently endowed, but others of sufficient capacity and attainment to overleap the hurdle of the entrance examination.

In some quarters there were murmurs that tone had suffered at the expense of intellectual precocity ; the "common" man had come into his own at last and the school was now a "common" school. So the people whose children could not make the grade at the appropriate age had to seek fresh fields for their offspring and to encounter the necessary financial sacrifices, or pocket their pride and send their children to the Secondary Modern, or Senior School as it was then designated, in the hope that the technical college might at a later stage discover their dormant possibilities and prove the examiners to be hopelessly at fault.

The Newcomers.

But what of those who had displaced these unfortunates? It is true that at 11+ they had displayed the requisite ability and aptitude, and in an excess of enthusiasm and pride their parents were prepared to

sign anything. The statutory leaving age was three or four years away and anything might happen to help them to tide over the extra year. Besides, all the good jobs were being occupied by the products of the grammar school, and the wearing of the school blazer was enough to place one at the head of the queue. But in signing, the parent, although wishing to do the best for his child, had perhaps overlooked certain factors, which at the time of signing would not appear to him of any magnitude or consequence. His child continued to live in the same street and now attended a different school from that of his friends, who had failed to qualify. In the evenings, in the midst of a game, he would have to leave them to do his homework.

At 13+ in order to augment the family income he might feel uneasy if called upon to engage in part-time employment such as the delivery of milk or newspapers, or, if a tradesman's son, to take out the orders. In other words, he would constantly realise that although *not of them* at school, he shared the same environment *with them* when out of school and this, in the case of a sensitive mind, has been known to turn the scales when deciding whether to continue at school or not.

Again on attaining the statutory leaving age, there is always the question of the job and the status and the money which go with it. In a home which contains a boy of 16+ at school and another of 15+ at work, the atmosphere can at times be very unpleasant ; in fact it has been known to result in a series of bickerings culminating in hand-to-hand fights.

In the Street.

And in the street the same unfortunate circumstances can exist. The young wage-earner demands his pocket money and is able to make purchases denied to the student. He has no homework ; he has finished at the blow of the buzzer and he knows that, although he is now batting and will continue at the crease for a few years, later he will have to take his place in the field for a larger span than he cares to contemplate.

Scraping the Hurdles.

If the grammar school product has just scraped the first hurdle, he may find his progress very heavy going, with the possibility of his leaving school without an adequate qualification, even if he stays the course. He may plod along knowing that his folks are making sacrifices for him and expecting from him great things, and despite all he does, he finds the work irksome and hard and all the time it is a struggle "against the collar." Probably, educationally he has shot his bolt and might be better in a school to which he can attune his mental capacity. Many borderline children who attend a central school settle down and show no desire to change because they realise that they have found their correct level.

The weight of the combined environmental factors plus the discouragement of the home may finally bring matters to a head. Sometimes, because of a blow to their pride, the family are averse to the idea of the child leaving at 15+ ; sometimes they make it impossible for him to continue at school.

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to enter the closed shop at 15+ is another. The fact that the child bears the cachet of the school and that years later he and the school will be judged by the knowledge he might have assimilated had he remained another year or two, does not appeal to him, neither does he realise that he has left a gap in the school which might have been filled by another who was prepared to stay the course, even if it meant defying environment.

Retribution.

The child sees things as they are at the time, and, if overborne by them, will take the line of least resistance, but if the parents have added their quota to the pressure, they may be laying up for themselves an embarrassing retribution, when the boy, grown to manhood's estate has taken thought, looked around, compared his social position with his former friends at school and realised what might have been.

A Deterrent.

As a deterrent it might be advisable in cases like this, to treat the over fifteenes in the same way as recommended for the children who are licensed to take part in entertainments, by compulsory banking for them a proportion of their earnings. "Continued" education is not always a question of money, but of family tradition. Once this has been established, there will be no need for penalties or deterrents; the rules will be kept and the game will continue until no-side has been blown.

Surrey County Library

During the year 1950-51 no new or re-organized Branches have been opened, in contrast to the previous year when there were no less than seven. It was not possible, says the annual report, to bring into operation the plans for four other proposed branches before the end of March, 1951, though it is hoped these will materialise during the succeeding twelve months. Nevertheless the use made of the Library has increased by the satisfactory number of 358,134 issues, or 8.22 per cent. over 1949-50, and the registered borrowers have grown in number from 186,725 to 197,281. The net book stock has increased by nearly 51,000, in spite of withdrawing 43,457 volumes so as to keep the stock in a reasonably up-to-date and tidy condition. The issues of non-fiction have continued their small but steady annual increase and now represent 27.86% of the total issues. Each registered borrower has taken out nearly twenty-four books in the year, a high average of nearly one every fortnight, and each book in the Lending Stock (as distinct from the Reference Stock) has been lent out nearly eight times on the average in the year.

The ten large District Library systems account between them for 3,321,038 issues, and the Students' Section for 37,062 issues, out of the grand total of 4,714,168, the remainder having been made from the small branches, village centres, and schools.

A small measure of decentralisation has continued, since four village centres have closed because their borrowers prefer to use the large branches in their neighbourhoods. For the same reason school centres have been discontinued at five schools. As a result of this, the Exchange Department has had a welcome decrease in the number of books handled in and out of the building, viz., 619,818 as against 711,458 last year, and the re-binding turnover has been 39,144 compared with 53,956 last year. On the other hand, more new books than ever before have passed through the Cataloguing Department and the new room which has been estimated for is all the more desirable.

British Students Reconstruct French Damaged Libraries

A dozen British students—men and women members of the British Students' U.N. Association, aged between eighteen and twenty-five—travelled to Dunkirk at their own expense last month to do a month's hard work willingly and voluntarily on reconstructing the city's famous library.

Although the library was one of the few buildings left standing in that much-damaged coastal town after the war, its full reconstruction had to be postponed while the municipality's finances were concentrated on rebuilding the port and other work. Five thousand books were replaced on the shelves, the rest remained packed up as they had been during hostilities.

Now the library too can have its big reconstruction, thanks to the student-volunteers. Their offer follows an appeal from the Secretary-General of the British Students' U.N. Association, Mr. John Fraser, to Unesco to suggest some summer task for these young people.

With help from the Director of French Libraries, a number of specialists and Unesco, the students will classify between 10,000 and 15,000 books during their month's stay. The Dunkirk municipality will double the library's budget, and will also meet the cost of the students' board and lodging, as well as organizing spare-time excursions for them.

According to figures given by the United States Office of Education the student population of colleges and universities in the United States is expected to drop this term by a quarter of a million, bringing the total down to 2,045,000. A further decline of from 15 to 20 per cent. in the enrolment of men students is expected.

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Technical and Scientific Manpower

By LORD HANKEY, Chairman of the Technical Personnel Committee.

The fourth in the series of Centenary Lectures "The Worker in Industry," arranged by the Ministry of Labour and National Service.

Lord Hankey first traced the growth of universities, technical colleges and scientific and technical institutions and called attention to the marked progress made during the last hundred years. He described the improvisations to provide trained personnel for the rapid advance of science during the last war and the post-war steps to adapt the system to modern needs. Of the present and future Lord Hankey said :

Since the war the Universities have made gallant efforts to increase their output of technical and scientific graduates. They have more than achieved the over-all increase of 50 per cent. above the pre-war number of students—the greater part in scientific and technical subjects—envisioned by the Committee on Further Education and Training, in 1944. The immediate aim recommended by the Barlow Committee on Scientific Manpower of 1946 "to double the present output so as to yield roughly 5,000 newly qualified scientists at the earliest possible moment" has been approximately attained. That is a very remarkable achievement on which both the Universities and the University Grants Committee are to be congratulated.

In the technical colleges also there have been notable advances since the Education Act of 1944, which, among other things, made the provision of technical education a duty of the local education authorities. Eleven Regional Advisory Councils now advise on the needs of their regions, both for university and technical college provision, thus ensuring adequacy of educational facilities without unnecessary duplication and overlapping.

Another notable advance is the establishment of National Colleges for such varied subjects as Aeronautics in all aspects, Horology, Foundry Technology, Heating and Ventilating Engineering and Refrigeration, Rubber Technology and Food Technology. More are envisaged. A sound feature is that each industry concerned is associated with the government of the college and usually with its finance.

It can be said with certainty that at no time has the country's provision for scientific and technical education been under such close and continuous review, not only by the Government but by the professional and associated bodies. That brings us to the future.

The Technical Personnel Committee.

An important new factor is the reconstitution of the Technical Personnel Committee with wider terms of reference, as announced by Mr. Robens, the Minister of Labour and National Service in the House of Commons, on July 26th. The Committee will in future deal in collaboration with the Advisory Committee on Scientific Policy, with questions relating to the overseas, as well as the home demand for scientific and technical personnel of professional or approximately professional standards.

As I am retaining the Chairmanship of the reconstituted Committee it would not be proper for me to discuss its future work, and I will limit myself to mention of a few of the larger subjects bearing on scientific and technical personnel which have lately been subjects of public discussion.

Higher Education in Technology.

One of the most important and most controversial is the question of Higher Education in Technology, which raises big issues beyond the scope of this lecture. I understand, however, that the Government has had the matter under consideration for some time and that an announcement of policy may be expected before long.

Supply and Demand.

Another subject of special interest to young people bent on a scientific or technological career, to their parents, and to those responsible for laying out the facilities of universities and technical colleges, is the extent of the prospective demand for qualified personnel in industry, the fighting Services and Government at home and abroad, and the capacity of the nation's educational resources to meet the demand.

Those concerned in the next review of that subject will have the advantage of seeing how the forecasts in the twelve T.P.C. pamphlets on Supply and Demand which were published by the Ministry of Labour and National Service between November, 1949, and January, 1951, have worked out in practice. A serious difficulty in such forecasts has hitherto been the uncertainty of the international and economic outlook which has unfortunately not been cleared up by the introduction of the new factor of international rearmament.

Humanities.

Yet another question for the future is the introduction of the "humanities" in the curriculum for students of science and technology, which many industrialists in Britain and America favour. It is a formidable problem for the student. A high standard in science at his secondary school is required as a condition of his acceptance by a university as a scientific student, and at the university itself he becomes so absorbed in his scientific work that he finds little time for anything else and is liable to become self-centred and narrow in outlook.

At least one famous university prescribes a qualification in one "humane" subject as necessary for a scientific degree. Possibly, however, the same object might be achieved in other ways, e.g., by laying a foundation in early life, and by bringing home to every scholar that the object of education is not so much the acquisition of knowledge as an introduction to a treasure house of reading and self-education, including the humanities, that will last a life-time—as was dinned into me in my last year at Rugby.

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Higher Direction.

In conclusion I would draw attention to a new high level development in recent years resulting from the huge expansion of science and technology since the outbreak of World War II, which should not only give a fillip to the study of the humanities by the budding scientist and technologist, but should also open even wider vistas than in the past to those seeking a scientific or technological career. I refer to the growth of great blocks of science and technology, grouped sometimes by professions, sometimes geographically, sometimes under Government, sometimes in private industries or groups of industries, and whose higher direction and co-ordination call for a very special type of scientific and technological administrator, which is not always easy to find.

Such great groups are to be found in the area of defence under the Ministry of Supply, the three Service Departments and the Home Office (Civil Defence). On the civil side of Government also there are the three huge groups of Scientific and Industrial Research, Medical Research, and Agricultural Research which report to the Lord President of the Council, the new Colonial Research Service covering many branches of research and technology and extending over the whole Colonial Empire, as well as smaller research units in other Government Departments and outlying organisations.

In the Government these blocks of science are usually run by a highly qualified Chief Scientist, often with a high-powered Board or Council to assist him and the Department.

The survey and co-ordination of the two main branches of Government researches is entrusted to two Committees known respectively as—for defence research, the Defence Research Policy Committee, associated with the Ministry of Defence, and, for civilian research, the Advisory Council on Scientific Policy to advise the Lord President of the Council, who is responsible for the formulation and execution of Government scientific policy. Both have up to now been presided over by that remarkable scientific administrator Sir Henry Tizard. And at the top of the pyramid are the Prime Minister and the Cabinet.

Outside the Government also there are large autonomous blocks of science maintained by Universities, the larger private industries and joint Research Associations supported by smaller industries which usually collaborate with the Department of Scientific and Industrial Research.

From that very condensed review it will be realised that many experts of exceptional experience and knowledge are now required for higher direction. The Director of each block or group of blocks must have a wide knowledge of several sciences, what can and what cannot be done, the personal and professional qualities of individual scientists and technologists of all kinds, and where they are to be found. He must have initiative, drive and ingenuity, and the gift of leadership, with vision to sense the wider implications of the epoch-making discoveries taking shape in so many fields. He must have a flair to appreciate how they affect national and international life and politics, as well as human relations, and indeed nature itself, not only within the narrow range of our own senses, but far beyond towards the infinite.

Up to now I have not been very constructive, so to

close, I will throw into the arena a new idea for consideration on the top level. Would not science and technology do well to study the experience of the Committee of Imperial Defence in setting up the Imperial Defence College, with a view to the possible adaption of the same system, *mutatis mutandis* to the study of the science and art of higher scientific and technological administration?

For twenty-five years selected officers of the middle ranks drawn from all branches of the fighting services and civil services of Great Britain and other parts of the Commonwealth and Empire have, under experienced direction, been studying together the broadest aspects of Imperial Strategy. From this pooling of varied experience a common doctrine of co-operation in all fields and higher direction of war has gradually emerged and has permeated the Services and the civil administration with great advantage to all concerned. The system, indeed, has crossed the Atlantic.

In science and technology there may not be so definite an objective as in the case I have mentioned, but there are many problems to be solved, one or two of which I have mentioned, and there is the same need in science and technology as in the services for a cadre of persons qualified for higher direction and top-level co-ordination. Should not aspirants to such posts have some establishment comparable to the Imperial Defence College, where they would not only obtain a more intimate knowledge of sciences and technologies other than their own, but also, following the methods of the I.D.C., meet people with totally different experience in various branches of Government and administration, finance, economics, humanities, and international affairs?

By these means there would be a double advantage: The scientists and technologists would broaden their outlook, and in doing so, would pass back a much needed knowledge of science to Government, administration, the humanities and other branches of national life. The ideal can perhaps best be expressed by integrating science with philosophy in Plato's oft quoted phrase:

"Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils—no, nor the human race as I believe—and then only will this our State have a possibility of life and behold the light of day."

The Union Government of South Africa has appointed a commission to inquire into the finances of the universities and to recommend a basis on which the State could subsidize them in a way which would leave the universities their freedom but would at the same time ensure for the State adequate financial protection.

To help set up India's first large Institute of Technology will be the task of Mr. Jerzy Malanowski, Unesco Technical Assistance expert, who left for India last month. Mr. Malanowski, a mechanical engineer living in London, is the first member of a ten-man team which the Central Indian Government has requested from Unesco under the United Nations Technical Assistance plan. The Institute will train young Indians for important engineering work in industry and land conservation projects.

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Greater Freedom for Local Education Committees

Recommendations designed to give greater freedom to local education authorities are made in a report by the Education Sub-Committee of the Local Government Manpower Committee, which has been circulated to authorities by the Ministry of Education. The report is signed by the Chairman (Sir Griffith Williams, Deputy Secretary, Ministry of Education) and the Convenor (Dr. W. P. Alexander, Secretary, Association of Education Committees).

The Sub-Committee makes suggestions for simplifying the supervision by the Ministry of Education over local education authorities; for reducing the need for such supervision; and for ensuring that, wherever possible, more responsibility rests on the authorities. In a covering circular, it is pointed out that local education authorities will be notified of consequent changes in procedure from time to time, but that the Minister cannot commit himself at this stage to carrying out those recommendations which require legislation.

The report states that both local government and departmental representatives worked as a team to produce the report and that "suggestions for simplification of procedure, relaxation of control and changes of method have not emanated from one side only; nor have we felt that there have been any reservations, on the one hand about the retention of the key points of control which we think are required if the Minister is to carry out his duties, or on the other hand about the vesting of a greater measure of responsibility with local education authorities."

In conclusion the sub-committee says: "Although important practical changes have resulted and will result from our work, the most vital thing we have done is, first, to bring into relief the principles which we consider should govern the relationship of the Ministry and the local education authorities and, second, to review their application in practice. While we have not thought it practicable to make proposals for changing the main framework of the 1944 Act, we recognise that the very scale of its architecture and the boldness of its outline bring danger with it: the extensive powers it grants to the Minister and the opportunities contained in its provisions for the central government to exercise detailed control and direction of local authority's actions make it possible to administer the Act in very different ways. In order to compare what was being done with what ought to be done, we have worked out, as has been said, the principles and key-points of control which we think are needed, and are the only ones needed. We find that in practice the administration of the Act has conformed fairly well to our pattern up to date, since so far as possible the Ministry has set itself against exercising a detailed control, and it will, we hope, as a result of our recommendations, conform still more closely in the future. This has not, however, left us with the feeling that our job is done: continuing vigilance, flexibility and adaptability in practice are necessary on both sides to maintain amid constantly changing circumstances the delicate balance whereby local education authorities, on the one hand, possess the freedom which is essential for them as autonomous bodies; and the Minister, on the other hand, has

effective power to fulfil his statutory duty of promoting the education of the people of England and Wales.

"We recognise at the same time that the spirit in which the desirable principles and methods are applied is all important, keeping in view that the ultimate object of all educational administration is to ensure the conditions under which children can be educated as well as possible—and young people and adults. It is our hope that as the Ministry reduces to the essential minimum its control of authorities and improves the methods of exercising it, not only will efficiency be increased, but greater freedom and sense of responsibility will encourage and promote the provision by authorities of better educational facilities as may be best adapted to the characteristics of their several areas. Nor is the interaction in one direction only: when children are well provided for, parents are contented, and when parents are contented the work of the authorities and the Ministry in considering complaints and appeals is much reduced, setting them free for more constructive tasks."

Vacant Places in Teachers Training Colleges

Ministry of Education Statement.

The Ministry of Education last month issued a statement on the admission of women students to training colleges at the beginning of the October term.

From 1953 onwards, nearly all the children from the larger age-groups born during and after the war will be in the schools. To help maintain 1950 staffing standards when this influx reaches its peak, it will be necessary this Autumn for some 8,000 women candidates to begin two-year courses of training as teachers and for a further 750 to take three-year courses of housecraft training.

The statement showed that of the 8,000 places in colleges offering a two-year course, 625 places were still vacant; and that in colleges offering a three-year course for teachers of housecraft, eighty-five places remained vacant.

There were twenty or more vacancies in the following general colleges: St. Katherine's College, Liverpool; Washington Hall Training College, Chorley, Lancs.; Municipal Training College, Hull; Alsager Training College, Cheshire; City of Coventry Training College, Coventry; Paignton Training College, Warrington, Lancs.; Kenton Lodge Training College, Newcastle-upon-Tyne; Margaret McMillan Training College, Bradford; County of Stafford, Nelson Hall, Stafford.

There were ten or more vacant places in the following housecraft colleges: County of Stafford, Nelson Hall, Stafford; Northern Counties Training College of Cookery and Domestic Science, Newcastle-upon-Tyne.

Tuition in these colleges is free. For day students there are maintenance allowances of up to £60 a year, according to parents' incomes. Whether boarding students pay a contribution towards the cost of term-time board depends on the means of parents, but a new and more generous income scale has been announced for the new term. The new scale will mean that the majority of students—instead of as hitherto a minority—will contribute nothing to the cost of their term time board. Students with parents earning under £500 p.a. after certain deductions (e.g., for dependent children) have been made, will receive free term-time board.

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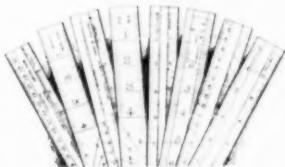


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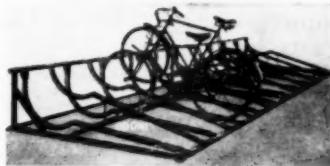
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Drama, Art and Music in Education

The first national residential course run by the Educational Drama Association took place last month at Wentworth Castle Training College, Yorkshire, under the direction of Mr. Peter Slade, Director of the Association and Drama Adviser to the City of Birmingham Education Committee.

The course was opened by Mr. H. A. Redburn, O.B.E., Director of Education for Barnsley. Mr. Redburn stressed his personal conviction that the emphasis placed by the Educational Drama Association on an approach to education through the creative arts was indeed important; he hoped that a course of this nature would take place annually.

The Art, Music and Drama were taken as a whole, each student experiencing these activities in the mornings. In the afternoons, students went to their chosen groups for Drama in Primary Schools (under Miss P. Lutley, Head Teacher of Station Road Infants' School), and Mr. K. R. Scott, Head Teacher of Steward Street Junior School, Birmingham). Drama in Secondary Education (under Mr. Brian Way, Director of the Drama Advisory Service), or Adult Theatre (under the personal guidance of Mr. Slade).

Art, under Mr. John Kashdan (Art Tutor at the Royal Naval College, Dartmouth), started from art as a spontaneous activity to enable the students to perceive through direct experience of rhythm, tone, texture for its own sake, the basic problems of expressing experience and sensitivity in terms of a medium; by the same process this was developed to an interpretation of subject.

Music, under Mr. K. R. Scott, was mostly concerned with an attempt to restore the music which is in everyone by encouraging, through a primitive and individual approach

creative expression in rhythm, sound and tune; to assist the sensitivity of aural consciousness, and to link each aspect in a fuller realization of the relation of mankind to his music.

General Drama, under Mr. Jack Beckett (Director of the Children's Theatre Players), gave the students the opportunity to express themselves, as a group, through simple emotional situations.

In the Adult Theatre Group, training was given in Dance, scenes from Shakespeare, and an imaginative form of production built out of poetry, improvised dance and music. No stage was used; just the floor space and some costume.

Supplementary lectures were given on Art and Life, Art and Films, Primitive Music, Production and Stage Lighting, and Art and the Theatre Mask.

The fundamental aim of the course, which attracted students from all parts of Britain and Overseas, was to enable each student, as an individual, to judge, through many arts, the happiest relationship for himself between emotion and intellect; this approach, combined with the beauty of the place and the unity of the group, has left a deep and inspiring impression on those attending the course, and may well have a profound effect on education as a whole.

Derbyshire County Library Report

In so far as statistics of books issued are a fair measure of the work of a library service, 1950-51 may be accounted to have been a most successful year, says the Derbyshire County Librarian, Mr. Edgar Osborne, in his annual report. 4,538,422 books were borrowed from all service points, an increase of some 316,000 over the previous year. To apply a statistical idiom to a statistical matter, "the issue curve continued to show an upward trend," and Derbyshire people made greater use of their Library than ever before. Truly a pleasant state of affairs, yet honesty compels the admission that it is not quite so complimentary to the Library as it seems, since while presenting a fair general picture of the year's work it ignores the fact that much of the increased borrowing resulted from the opening of new branches, new mobile libraries, and the provision in schools of books for the seven and eight-year-olds.

The establishment of new branch and mobile libraries brings a progressive annual decrease in the number of books sent out by post, but this, it should be said, is a planned decrease, since borrowers are encouraged to make use of their nearest branch or mobile library in preference to borrowing by post from a distant Headquarters Library. But offsetting this reduction is an increase in the work of arranging movements of books between libraries in the county to meet requests made by borrowers. During the year, 39,609 such requests were dealt with, 1,869 more than in the previous year.

An astonishing increase is recorded in the use made of the Drama Library. 21,445 copies have been borrowed, an increase of 47 per cent. over the previous year. Greater use has also been made of the limited stock of music.

The book stock is now 686,750 books, of which 266,004 are adult fiction, 237,812 adult non-fiction, 130,309 junior fiction and 52,625 junior non-fiction. Additions during the year numbered 141,332 volumes.

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The Youth Club and the School

We have received from the Blackpool Borough Youth Committee a copy of the informative "1951-52 Youth Handbook," issued in connection with the Youth Movement of the Borough. Very comprehensive in character, it not only gives the usual information of affiliated clubs and lists of books, gramophone records, film strips and other equipment available for the clubs, but includes several interesting articles of youth interest, from which we reprint the following, under the above title, by Mr. H. Kirby, Head Master of the Thames Road Secondary School.

Our conception of education to-day is very different from what it was a few years ago. No longer does the word imply solely the acquisition of knowledge or special skills, but something far wider than this. It is no longer merely a thing of schools and books, but, rather, something to be practised through life. Indeed, the word "education" has come to mean a training in the art of living, with all that that implies.

The teachers in our schools are fully alive to this change in attitude towards education. They realize that the child is something more than an individual, he is a social being, a member of a community with a wide variety of interests and claims far beyond the narrow limits of the ordinary school curriculum. Their problem is how best to foster those interests so as to develop, to the fullest extent, those qualities which will enable the child when he reaches adult status, to get the best out of life.

It is true that in our schools we must teach certain basic skills which are necessary to every-day living, and, without which, contentment and happiness in a material world would be impossible. At the same time, there does appear to be a tendency to stress this purely utilitarian side of education to the exclusion of the social and cultural side. Our aim should be to secure a proper blending of both, so that the child, when he grows up, will know not only how to work, but also, what is equally important, how to use his leisure hours to the best advantage. We shall then be teaching him to live not only part of his life, but the whole of it. A properly balanced training will produce a well-balanced personality.

The schools can do much to prepare the child to live successfully with his fellow creatures as a member of the community. In most schools the "house system" is in operation. The child is encouraged to work for his "house," and not for himself. Such qualities as loyalty, unselfishness, and tolerance are encouraged and developed. Here is the first training in communal living, through which the young person is made to realize that being a member of a community carries with it, not only privileges, but obligations and responsibilities.

Further training of the child as a social unit can come through school societies. Just as in adult life, he is free in his own school to choose the society or societies he wishes to join. Through such societies he is permitted to pursue his favourite interests, and to play some part in the organization and running of his group. School societies serve to broaden the total of the members' interests, and are an excellent preparation for the proper use of leisure in later life. What is more, they give many young people their first training in leadership and organization.

Education, however, does not end when a child's school days are over. Most boys and girls wish to become members of some kind of group where they can meet and mix with others of their own age, and can continue to pursue those interests which made their school lives so much richer and more enjoyable, and it is here that the Youth Club beckons, with its wide range of recreational and cultural activities so designed as to cater for every taste and interest. Here the young person is once more made to feel that he "belongs," and here he finds the stimulus so necessary to

his moral, physical and spiritual well-being. Here, too, the early training in communal living given him by his teachers in school can grow and blossom.

Thus it is through school societies and interest groups that the link between the school and the Youth Club can best be forged. The club provides the medium through which school activities can be continued during post-school life, and through which interests, that in later years become part of the fabric of successful living, are encouraged and developed.

Both school and club have a part to play in the moulding of young people's lives, and both have the same aim in view, the training of good citizens, well equipped to take their place in the wider communal life of the society in which they live and have their being.

Representatives to Call at Schools

Following representations by the Educational Publishers' Organizations, the Dorset Education Committee recently considered the question of allowing representatives to call on heads at schools to introduce text-books and other kinds of school supplies.

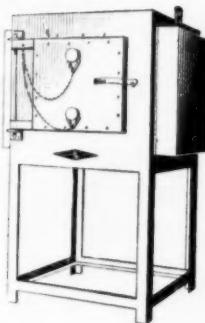
The County Education Officer said it was necessary that teachers should be able to examine books before choosing what to order, and for this reason there would be a definite advantage in their having the opportunity of personal contact with publishers' representatives. A large number of local education authorities, he said, allowed this practice under a permit system which protects Heads from being troubled by any but *bona fide* representatives of reputable publishers of school books, etc.

After consideration the Committee decided to adopt the permit system.

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No. 3314

SEPTEMBER, 1951

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Month by Month

As recorded in its First Report, the Local Government Manpower Committee set up sub-committees to examine the various forms of supervision exercised by the Central Government over the services of local authorities. Of these, the Ministry of Education Sub-Committee made an interim report, which was appended to the main committee's first report. In our issue of February, 1950, we commented on the recommendations which, as announced in Circular 208, the Minister had decided immediately to accept. Since then such changes as were necessary have been made in the statutory regulations concerned. It is now admitted that Manuals of Guidance have also been used, wrongly as we then suggested, not only for information and advice but as in effect, amendments of statutory instruments. The Education Sub-Committee has now made a second and final report to the main committee. It is expected that this will appear in due course as an appendix to the main committee's next report. The Ministry has meanwhile indicated the nature of, and the reasons for, their further recommendations. Some of these will involve only administrative action which again the Minister will probably quickly take. It may be assumed that those which will require legislation will not become operative within the duration of the present Parliament. The Minister does not, and obviously cannot, commit himself to recommendations either of June, 1949, or of the new report which will require amendments to the Education Acts, 1944 to 1948.

* * * * *

School Buildings Procedure. On several occasions the need for a clear, comprehensive and unified statement on the procedure of local education authorities in the matter of new sites and buildings for educational use has been strongly advocated.

It is therefore satisfactory to learn that in the opinion of the Ministry of Education "almost everything which it is needed to convey to authorities about administrative procedures" can be got into "one comprehensive manual of guidance." Such a manual would be of great practical service to the offices of local education authorities. One would have expected that the Ministry's approval of the idea, as expressed above, would have been accompanied by a statement that such a manual would be prepared. Such however is not the case. The Ministry has gone to the trouble to issue a list of Provisional Topics for Manuals of Guidance. There are twenty-one of these, but procedure in respect of sites and buildings is *not* one of them! Some explanation should be given of this rather glaring inconsistency. Such a statement is far more needed than a Manual of Guidance on "Milk in Schools' Scheme"!

* * * * *

Further Changes. The proposal to reduce from three months to one month the period of statutory notice under Section 13 (3) of the Education Act, 1944, for the establishment or dis-establishment of a new school is one of seven suggested amendments of statute law. In simple straightforward cases three months seems an unconscionable time. A month,

however, is absurdly inadequate, when regard is had to the time which must inevitably elapse before such a body as a County Council, a Diocesan Education Committee or a National Society can meet to consider the implications of any such notice. A month from the actual publication of the notices would in many cases not be enough time even for consideration to be given by bodies concerned to the possibility of an objection being raised. It is proposed to amend section 13 (5) to make it "enabling and not restrictive" as it now is. No convincing reason is given for this change and it is difficult to reconcile the plain wording of the sub-section with the explanation of its supposed intention as now given by the Ministry. It is apparently proposed to amend Section 13 (6) so that it too may be enabling and not mandatory. This would make it easier for an authority which has published notices for a new school to withdraw its proposal should changed circumstances require it.

* * * *

Articles of Government It is proposed to transfer from the Minister to the local education authority the duty of making articles of government for a voluntary secondary school. This will constitute the first, even though apparently unimportant, departure from the 1944 settlement in respect of voluntary schools. To determine the respective functions of the authority, the chief education officer, the governors and the headmaster is more difficult for secondary than for primary schools. Some of the former were, until recently, largely independent of local education authority control while others were directly governed by the local education committee. In the discussion on the committee stage in 1944, fears were expressed the local education authority might destroy the individual character and tradition of grammar schools. To appease these fears and at the same time to ensure due regard for the rights of the maintaining local education authority it was enacted that the Minister alone should by Order make articles of government for voluntary schools. Although it is now suggested that the Minister should indicate to authorities a minimum of responsibilities to be exercised by the governors, and the right of appeal to the Minister in the event of a dispute is preserved, it may be doubted whether, in this and some of the other matters, the Minister should surrender powers so deliberately entrusted to him. It will be interesting to know the views of those who can speak for the voluntary schools. The right of appeal to the Minister will lose much of its value if, as is now proposed an authority can adopt a line which is manifestly "not in conformity with national policy" and yet be regarded as not acting unreasonably!

* * * *

The Character of a School.

FAR more serious is the proposal that a local education authority should be able to change the "character of the education provided in a school" without the Minister's prior approval. This recommendation is said merely to "make explicit something which may not have been widely understood before." It is assumed that no local education authority would so act without full prior consultation with the governing body of any secondary school concerned. Such "full prior consultation" will however be quite farcical where the governors, or most of them, are mem-

bers or nominees of the local education authority. Many ancient but inadequately endowed grammar schools agreed to become controlled or even "county" schools in the full belief that at any rate their future as grammar schools was assured. It will surely encourage local education authorities to break faith with those schools if they are allowed to change them into "modern" schools, without even the safeguard of prior ministerial approval. The safeguards mentioned in the sub-committee's report are no safeguard at all.

* * * *

Other Proposals. THE proposal that the authority and not the parent shall have the right to name the school in an attendance order made under Section 39 would not be unreasonable if it were accompanied by proper safeguards in the matter of religious allegiance. It is a fact that the offending parent was given the right (not so absolute as it may seem) to name the school, as Sir Ross Barker stated, in order "to secure that the child shall have an opportunity of going to a school belonging to his own denomination or of a kind preferred by the parent" subject always to the conditions of Section 76. The proposed amendment to Section 81, with its reference to "places in direct grant and independent day schools taken by authorities on account of a lack of maintained school provision" seems designed to limit parents' right of choice and local education authorities liberty of action, as has been complained of in relation to the relevant Manual of Guidance. The proposal to allow a local education authority to

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"defray the cost of instruction or training needed to develop out of school the talents of children for whom this could not be provided at school" is a logical extension of a local education authority's powers. Music lessons which cannot be taken in school may now be taken outside, of a private teacher, and paid for by the local education authority.

* * * *

**Chief
Education
Officers.**

ACCORDING to Section 88 of the 1944 Act a local education authority shall not appoint a chief education officer "except after consultation with the Minister." The authority must submit to the Minister the names, previous experience and qualifications of persons from whom they propose to make a selection, i.e., their "short list" of applicants for the post. If the Minister considers that any person on that short list is not a fit person for the appointment, he may prohibit his appointment. It is now proposed to so amend the Act as to remove the need for the Minister to be consulted about the appointment of chief education officers. The only reason given is that, in the opinion of the Ministry of Education Sub-Committee "the power which the Minister now has to prohibit the appointment of individual applicants is . . . no longer necessary." Something more than this very vague and unsupported statement should be given before any attempt is made to remove this valuable statutory safeguard. It will be necessary not only to show that the situation has changed, but how and why it has changed, since 1944 when such statutory provision was enacted. It will be remembered that strong and weighty reasons were given for such a requirement being included in the Act. It is well known too, that similar provision has been made in respect of other local government appointments. Why is this provision, so necessary in 1944, now regarded as "no longer necessary?" No answer is given to this question in the sub-committee's reports. It is said, however, to be that no unsuitable appointments have been made since the Act came into operation six years ago. From this it may be argued, however unsoundly, that the statutory provision is therefore unnecessary. It would be much more logical, and probably much more in accordance with the facts, to argue that the absence of unsuitable appointments proves the value of the statutory requirements. Local education authorities are of course in general anxious for their own sakes to appoint the best men. It is nevertheless a fact that the highest standard is not always maintained by all local education authorities. The very fact that they have to submit their short list to the Minister, together with the information mentioned above, and that he may prohibit the appointment even of a "favourite" who is in the Minister's opinion unfit, is the best possible safeguard against the appointment not only of obviously unfit men but of men inadequately qualified and insufficiently experienced for the responsible and exacting work of a chief education officer. If the safeguard is removed the very situation may again arise which convinced the Government in 1943 and 1944 of the wisdom and indeed the necessity of such a reasonable and simple procedure.

* * * *

**Annual
Programmes** THE proposals generally are designed to save unnecessary labour and to give greater freedom of action to local authorities. Hence the proposal that the submission of individual

projects for the Minister's approval should be dispensed with in favour of annual programmes.

"In those fields where the Minister needs to know what is proposed in order to discharge his responsibilities, the submission of general arrangements or annual programmes and of estimates of expenditure should be required."

There is a danger that, as has been found in connection with the Youth Service, this may involve local education authorities in more labour than it is designed to save. The work involved in the preparation and submission of "annual programmes" for every service would be onerous and unprofitable.

L.C.C. Facts and Figures

The fourth edition (1951) of "Facts and Figures about the Council's Services," published by the London County Council, has been again improved and extended, and while previously it has only been issued for internal circulation, this year's edition is being placed on public sale (6d.).

Commencing with only eight pages in the first issue, the 1951 issue has forty-eight pages packed with information concerning London's local government.

The statistics relating to Education, however, are hardly up-to-date, the figures given being only for March, 1950. Surely by August, 1951, the date of publication, it should have been possible to give some 1951 figures.

At the date given the Council had under its jurisdiction twenty-two nursery schools (sixteen maintained and six aided) catering for 1,306 children. The primary schools numbered 921 (614 county, 307 voluntary) with a school roll of 244,879, which included 8,208 pupils of secondary school age, practically all in the voluntary schools. Secondary schools totalled 339 (247 county, 92 voluntary) at which 126,727 pupils were in attendance. There were in addition eighty-five special schools—sixty-four day schools at which there were 6,310 pupils, three hospital schools catering for 226 pupils and eighteen boarding schools with 1,047 pupils. In connection with the latter, 777 handicapped children were maintained in other schools at the expense of the Council. To look after these 380,495 pupils the Council had on its establishment 14,332 teachers (nursery about sixty, primary 7,492, secondary 6,250 and special schools 541, the latter figure not including part-time teachers and instructors).

The Establishments for Further Education numbered 154, including twenty-one technical colleges and schools of art maintained by the L.C.C., with 45,251 pupils and 426 full-time teachers; nineteen polytechnics and other technical colleges aided by the Council with 65,961 pupils and 682 full-time teachers; eight day colleges with 6,517 pupils and 104 teachers. Colleges of commerce and evening institutes totalled 106, catering for 192,778 pupils. For these there are approximately 12,000 teachers on the panels with about 8,000 engaged each session.

The Council has also five permanent and four emergency training colleges with 2,189 students and 208 tutors.

The healthy use of leisure is encouraged not only through the schools but also by the organization of play centres for the younger school children; the activities of youth clubs for older boys and girls are assisted by grants and they have the benefit of the advice of the Council's youth organizers. There are 134 play centres and junior clubs maintained and 186 youth clubs assisted by the Council. In addition there are a number of recreational evening institutes conducted on club lines for these young people and other institutes on social lines for adult men and women which include classes for the pursuit of hobbies.

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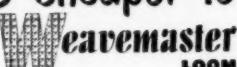
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The Freedom of the Teacher

BY GORDON MILLINGTON.

One of the most praiseworthy features of our English educational system has long been the freedom, both in his professional capacity and outside it, enjoyed by the individual teacher. It has come to be recognized that in his daily work the teacher is, and ought to be, called upon to assume considerable responsibilities, and that he is in fact capable of discharging them with integrity. It is not, however, surprising that this liberal conception of the teacher's duty is attacked from time to time, usually on the grounds, implicit if not openly stated, that teachers are not really worthy of the trust which, if they are fully to realize their vocation, must be placed in them.

Such attacks usually emanate from a political extremity, and recently the profession has been under fire from both sides; the actions of the Middlesex and Durham authorities have constituted a direct threat to professional liberty insofar as they both attempt to impose as conditions of employment considerations totally irrelevant to the proper discharge of the duties of that employment. These particular threats may not be in themselves of great importance, for there is little reason to believe that they can succeed. They do, however, make it advisable for educationists, in defence of their professional freedom, to take stock of the principles on which it is founded; in essence these principles are, of course, derivatives from the general concept of individual liberty which, in our era of increasing collectivism, is itself liable to become obscured.

The Durham attack is comparatively ingenuous, and based on the belief that the machinery of collective bargaining is more important than the rights of the people for whom it exists; if pressed to its logical conclusion, it would replace the personal contract between a teacher and the L.E.A. by a group contract through which the individual would become bound. By allowing an Authority to make membership of a recognized professional body a condition of employment, a union would place itself wholly at the mercy of that Authority, which would be able to withdraw its recognition if that body did not comply with its wishes. Thus the closed shop, far from strengthening a professional association, would effectively prevent it from pursuing its proper objects; bodies which began as the means of protecting the freedom of their members would rapidly become the means of their enslavement. The voluntary association of individuals is characteristic of democracy, but their compulsory enrolment is equally a feature of totalitarianism, an attempt to subordinate them to the will of some soulless collective entity.

The political test envisaged in Middlesex is a more subtle and insidious encroachment, a failure to recognize that freedom of choice must of necessity involve freedom to choose wrongly. It is levelled, of course, at the Communists, and based on the assumption that they are liable to misuse their authority as teachers to indoctrinate the children with their political beliefs. This would unquestionably be wrong, but no evidence has been adduced to show that such indoctrination has occurred; it would be equally wrong whether the political influence were Communist or Conservative, and the proper course is not to indict without evidence a whole group, but to proceed against any individual whose culpability in this

respect can be proved. If the nation, through Parliament, were to decide that it was necessary to restrict the liberty of everyone by outlawing the Communist party, the case would be altered, but the attempt by a lesser authority to impose such a ban in a limited field is an unwarrantable presumption, and would create dangerous precedents.

Outside their classrooms teachers enjoy the same rights as any other citizens, and are therefore free to engage in such forms of political activity as are lawfully open to all; indeed, one might almost say that their duty as citizens demands that they should do so. The children's most effective safeguard against political indoctrination is not some externally imposed and ineffectual regulation, but rather the personal integrity of the teacher, and if this is ever successfully impugned without evidence the position of all teachers cannot fail to be affected; for the freedom of the Communist, the Socialist and the Conservative is one and the same freedom, which cannot be circumscribed in one particular case alone.

A well-known Communist schoolmaster has claimed that he has 2,000 political sympathizers in the profession; this would represent less than 1 per cent., although no one can say whether there are more whose allegiances are not openly declared. These latter would in any case slip through the meshes of the clumsy net that has been spread, unless it is proposed to make the children denounce to the authorities any teacher suspected of holding Communist views: that, although unthinkable, would be the inevitable outcome of any serious attempt to make the policy work. The only practical way of countering an ideology is by means of a better one, and by the removal of the conditions on which it thrives; if this can be accomplished by any purely human institution, it is more likely to be brought about by the Burnham Committee than by the Middlesex County Council. Restrictive legislation may appeal to the superficial as the cheaper method, but in terms of the intangibles upon which true education must be based, the cost is too great. The educational edifice is one of the main pillars of our way of life, and its cornerstone is the freedom of the teacher.

Playlets for Children

We recently referred to the useful series of playlets for children issued by Frederick Warne and Co., Ltd. Another eight titles are to hand this month, all of which will provide welcome material for those responsible for arranging school shows.

By Maude S. Forsey we have *When the Shutters were Up*, for twenty-six characters, boys and girls, ages six to twelve, *Princess April*, twenty-four characters, boys and girls, six to ten years, *The Chinese Lanterns*, twenty-four characters, ages six to ten. By Maud Morin are *Live Brownies for Sale*, for twelve boys and one girl, and *Oogley-oo in the Inglenook*, for seventeen boys and girls. The remaining titles are *Dick Whittington*, by Elizabeth Turner for eleven boys, *The Sleeping Beauty* by A. L. Wells, in three scenes, twenty-five characters, boys and girls from eight to twelve, *Mr. Moon*, by Ruth Espero, for eight or more boys and girls. All these playlets are issued at a uniform price of 9d. each.

The Middlesex County Council has presented an organ, about 200 years old, and valued at approximately £100, to the L.C.C. Horniman Museum.

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National Association of Divisional Executives

The Annual Conference of the Association is being held later this month (September 25th to 28th) at Torquay.

Alderman E. R. Hinchliffe will preside at the opening of the first Conference Session on September 26th, and after the announcement of the results of the election of officers and members of the Executive Committee for 1951-52, will instal the President-elect, Alderman Miss C. F. Winterbotham, M.B.E., J.P., as President for the ensuing year.

After the presidential address by Alderman Miss Winterbotham, an address will be given by Major-General C. Lloyd, Director of Technology, City and Guilds of London Institute, this year's guest speaker.

The second Conference session will be occupied with the annual report of the Executive Committee and the financial report for the year ended March 31st, 1951. These having been disposed of, the Conference will commence consideration of the resolutions submitted by constituent executives. These cover a wide field and include such subjects as the withdrawal of pupils from grammar schools, local control of the education service, extent of delegation to divisional executives, accommodation for handicapped pupils, purchase tax on school materials, children and the cinema, travelling facilities for pupils, secondary schools in rural areas, vocational training in secondary schools, provision of clothing, etc., not omitting one on the subject of equal pay.

A lengthy resolution submitted by the Executive, to which amendments have been submitted by Dover, Deal and District, Windsor (Berks), and Ilford, deals with secondary modern education, and is in the following terms:

"Conference is concerned at the harmful effects upon secondary modern education of—

- (1) the lack of clear definition of the purpose of this part of the educational system;
- (2) the prevalent misconception as to the ability and aptitude of the children who attend these schools;

(3) the tendency to accept lower standards of premises, equipment and staffing in contrast with those considered suitable for grammar school education;

and urges that it is essential—

- (1) to redefine the position and purpose of secondary modern education as appropriate to about 75 per cent. of the children of secondary school age, many of whom have more than average ability;

- (2) to provide means for constant research into the content of the curriculum so that there shall be opportunities for depth and intensity of effort as well as a wide range of subjects taken;

- (3) to provide for research into the teaching techniques appropriate both on the practical and academic sides in such schools;

- (4) to secure and maintain improved standards of premises, equipment and staffing where these are deficient; and

- (5) to complete the process of re-organization so that all children of secondary school age are provided for under educationally suitable conditions.

"Conference considers that this problem requires serious attention now, since within a few years the secondary modern schools will be called upon to accept an abnormally large influx of pupils. It, therefore, calls upon the Ministry of Education, the local education authorities and the professional associations of teachers to examine the problem with a view to an improvement in the status of secondary modern education."

At the third session Professor R. N. Armfelt, M.A., Professor of Education, The University, Leeds, will address Conference on "The Personal Aspects of Education Administration," which will be followed by discussion.

At the morning session on Friday (September 28th), Mr.

F. A. Crofts, Head Master, The Manor School, Chesterfield, will give an address on "The Secondary Modern School."

On the Wednesday evening the delegates will be the guests of the Mayor and Mayoress of Torquay (Alderman and Mrs. E. G. Ely) at a CIVIC Reception and Dance, at the Marine Spa.

Planning and Building New Colleges of Further Education

Since the issue of Building Bulletins Nos. 1 and 2 dealing with primary and secondary schools respectively, the Minister has turned his attention to the problems involved in the planning and building of new colleges of further education. His object has been to assist local education authorities to ensure that the preparatory administrative and technical work can be carried out expeditiously and effectively and to obtain full value for the money annually invested in this class of work. It is clear that, in order to achieve this aim, some guidance is needed, first, about the size and cost of projects which the Minister considers justified in present circumstances, and secondly, about ways of ensuring that the designs of such colleges are both economical and the most likely to meet the constantly changing and developing needs of further education.

The results of this inquiry have been embodied in Building Bulletin, No. 5—"New Colleges of Further Education" (3s. net), published at the end of last month.

The 1952-53 annual building programme recently announced to local education authorities contains fifty-eight projects of the types covered by the Bulletin and the total estimated cost of the programme is £7 million.

It is generally accepted, states the Bulletin, that besides training in specialized fields such as engineering, art or commerce, these colleges have a wider educational function to fulfil. They must be designed to meet a growing demand for courses of all kinds for all sections of the community. They must help to create an environment where the wider aspects of further education may flourish and where every student will have a chance to develop a wide range of interests and a balanced personality.

The Bulletin discusses the difficult task of estimating the needs of a district. These needs are not only diverse, but are constantly changing. The movement of population, the re-distribution of industry and commerce and new technical processes may change the functions of a college. These colleges must, therefore, be designed so that they can be extended, adapted or developed as circumstances require. Many pre-war colleges were intended to cover the requirements of their areas for a number of years, but in a short time were found to be inadequate.

Many new colleges of further education must clearly be large and, since resources available for educational building are limited, they will have to be built by instalments. Priority needs to be met by immediate instalments are to be confined to facilities directly related to industrial and commercial occupations and for the part-time day release of employees."

Dealing with the design of new colleges, the Bulletin suggests that economic building costs, compact and flexible designs that will allow for change and efficient use of the accommodation planned, are more likely to be achieved if buildings are "zoned." A primary division is suggested into three zones, administrative, communal and teaching zones, with the teaching zone further sub-divided into five: (a) workshops, (b) heavy laboratories, (c) light laboratories and craft rooms, (d) studies and drawing offices, (e) classrooms. Various ways of relating these zones to each other are illustrated in the Bulletin.



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Youth of To-day as Good as Ever Bred

Says Minister of Labour

Visiting the Festival Centre of Youth, at St. Anne's, Shaftesbury Avenue, London, a few days ago, Mr. Alfred Robens, M.P., Minister of Labour and National Service, said he had been much impressed by the evidence the Centre gave of the grand work which is being done by organized voluntary effort for the good of the rising generation.

"It is a work," Mr. Robens continued, "of estimable social value. The sound upbringing of our young folk, particularly when they are passing through that critical period we call the 'teens,' is a matter of vital importance to the well-being of the whole nation. It is a task which calls for co-operation between all the influences that can be brought to bear upon it. Parents and guardians, school-teachers, and other 'pastors' and 'masters,' all have responsible parts to play in the building up of what we mean by 'character.' But it is a process, also, in which there is scope and need for the service of such voluntary organizations of men and women of goodwill and keen social consciousness as those which are represented at this Centre. As Minister of Labour and National Service, my official concern with youth is focused on him or her as a school-leaver and a prospective member of our working population. It has been well said that 'the pivot of the life of almost every boy and girl who has left school is the job . . . It looms largest; it is the economic basis of self-respect; it marks the passage from pupilage to adult independence; it is the gateway to the future.' I am quoting from the report of a Committee set up by Mr. Ernest Bevin, then Minister of Labour and National Service, towards the end of the war. To the report of that Committee, we largely owe the present comprehensive public service for the vocational guidance of youth and its introduction into working life, for which I am responsible to Parliament. But, as an ordinary citizen, as well as in my capacity as a Member of the Government, I know how important is every movement that helps young people along the right paths to good citizenship.

"I believe that the youth of to-day are as good stock—if you will forgive an agricultural term—as any nation has ever bred. It is a common habit among old people to deplore the supposed shortcomings of young people of to-day as compared with those of their own early years.

"The truth is that, although manners may change from generation to generation, the same human nature prevails.

"That is my own view. Youth, full of life and vigour, may be at times wayward. But 'Youth's a stuff will not endure,' and the spirit of youth, even if it is exuberant and unruly at times, is something too natural, too precious and too fleeting to be crushed by a straitjacket. By all means, let all who can do so try to instil into the lads and lasses a true sense of values, so that they may grow up to be good men and women. But that can only be done by giving them healthy outlets for their physical and mental energies, and not by trying to subdue that spontaneous ardour and zest of life which is the enviable gift of the young.

"That, I am sure, is the purpose that animates the many voluntary organizations which have combined to create this Centre. By the provision of facilities for recreation, fellowship and fun in a club, disciplined exercise and widening of interests as members of some uniformed body, or social contacts and informal discussions through a medium established by one or another religious community, all of these bodies are working a towards common aim: to give every boy or girl, young man or young woman, a chance of developing that personal character and that sense of responsibility towards their fellows which will carry them through adolescence into adult life. Whether at school, at

play or at work, the young lad or girl is a single human personality. It behoves all of us who can to see to it that, by our united efforts, our youth is given every possibility of learning to become upright men and women. Because this world is incessantly in process of renewing itself as one generation follows another, the future of humanity must depend on how far those who are passing along in the constant procession of life are willing and able to help the new contingent as they join in the march. That is why I so keenly appreciate the immense work which the voluntary youth organizations are carrying out, and hope that the relations between my Ministry and these organizations will always continue to be as close, cordial and co-operative as they are to-day."

The centre has been organized by the Standing Conference of National Voluntary Youth Organizations.

Form 48 Schools

The Minister of Education announces that he has decided to revise the procedure under Form 48 Schools, which requires that the managers or governors of an aided or special agreement school, when making a claim for grant or maintenance contribution from the Minister, should nominate a person to receive the grant or contribution on the managers' or governors' behalf. In future, payment will be made by means of an order made payable to a bank for credit to the school account, or to the Diocesan Central Maintenance Fund where the managers or governors so request.

It will, therefore, be necessary for managers and governors, in the case of each school concerned, to open a school account, where one does not already exist, when they make a first claim on Form 48 Schools. Arrangements should be made for cheques drawn on the school account to be signed by any two or more persons from a panel of not less than three persons nominated by the managers or governors.

The necessary amendments to Form 48 Schools will be made when the form is reprinted. Meanwhile, managers or governors completing a form should insert the name of their school account and the address of the bank in place of the name and address of the nominated payee.

Wardens in Day Nurseries

A Ministry of Health Circular (35/51) says that it is now not necessary to inform them of the appointment of wardens in day nurseries. The Ministry of Education should, however, be notified of the appointment as warden of a day nursery, or superintendent of a group of nurseries, grant-aided by the Minister of Health, of a woman who is entitled to superannuation as a teacher (because she has served as a teacher in grant-aided schools or has completed a course of training approved for teachers in Nurseries) unless she has previously been subject to the Local Government Superannuation Act and wishes to stay under it.

Who should Teach Printing?

Speaking at the Annual Conference of the Association of Art Institutions, Mr. Charles Batey, printer to the University of Oxford, said he considered the responsibility of technical education for young printers should be laid upon the art institutions rather than the technical colleges, because, notwithstanding the increasing technical emphasis and the ever-widening application of scientific principles to their work, printing is, in essence, an art and its practice, in the main, a craft. There were those, he said, who would rationalize this problem by sharing the responsibility between art and technical colleges, but the divided responsibility of a condominium is never entirely successful and his instinct would be to persevere with the single institution where, it seemed to him, the weight of advantage lies.

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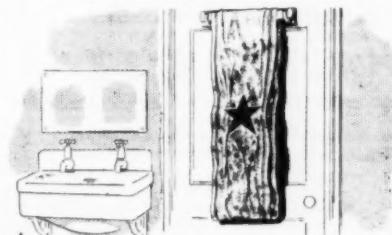
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BOOK NOTES

Exploration in the Junior School, by H. Philips and F. J. C. McInnes (University of London Press, 8s. 6d. net.)

This is a practical study of activity methods in the junior school. After a brief but thoughtful introduction on the opportunities which the new outlook in the junior school offers to those who, in spite of continuing large classes and cramped conditions, can yet seize them, the authors get to grips with the real purpose of their book—to show how the desire of the child to know and do can be turned to the best advantage. This most stimulating study abounds in practical schemes and detailed accounts of successful experiment inside the classroom and out, in both town and country schools. Find out what the child enjoys doing and then guide him through these activities to discovering the things that it is necessary for him to learn, is the ideal; an ideal to which accepted educational theory to-day gives lip-service but which is here shown worked out in practice. Throughout there is the unmistakable stamp of authenticity: here are people writing with enthusiasm about things they themselves have done and seen done. The book is fully and charmingly illustrated with excellent photographs.—

E.F.C.

* * *

Teaching Scripture, by Margaret Avery, B.A. (Religious Education Press, 6s.).

It is one thing for an Education Act to make religious teaching in the schools obligatory, but quite another thing to equip teachers with the necessary knowledge for putting such teaching across in an effective manner, since that subject has not been included hitherto in training college subjects. Moreover, success in teaching is not wholly bound up with acquiring knowledge, since it is equally important to *know how* to put a lesson across. This particularly applies to Scripture, if the lesson is to compete successfully with the novel methods now adopted in the schools for other subjects.

In view of this situation the publication of this new book in method is most timely, and its 200 pages of interesting and personal illustrations of how to put over a scripture lesson should prove most useful to teachers. The author, who has specialized on teaching this subject for many years, will be widely known as Divinity Lecturer and Tutor at Avery Hill Training College, and former Principal of St. Christopher's College, Blackheath.

* * *

Junior First-Aid Manual.

Junior Nursing Manual.

(Educational Productions, Ltd., 2s. 6d. each.)

Two interesting and valuable "visual aid" manuals produced by Educational Productions for the British Red Cross Society. The first-named is an excellent introduction to the study of first-aid based on a script prepared by Dr. Gladys H. Bliss. Lengthy descriptions have been avoided and in their place is a profusion of effective and well-produced illustrations of "how to do it." Commencing with an explanation of what is meant by first-aid, the manual shows how to make bandages for all kinds of casualties and, following admirable illustrations of the human body and its systems, goes on to show how to deal with the numberless accidents which could happen to anyone. With roughly 200 drawings and diagrams covering all the essentials of first-aid this manual will be found invaluable in schools, youth organizations, clubs, factories, etc.

The second book has been written by Miss Elisabeth

Gravelius, and, while primarily written for the benefit of Red Cross Cadets, will be found helpful and interesting to girls generally. Here again the visual method of presentation is used to amplify the very full letterpress instruction in this very necessary service. This manual, as with the first, should meet with a wide demand.

* * *

Six Modern One-Act Plays, selected by H. A. Treble, M.A. (University of London Press, 2s. 3d. Limp, 2s. 9d. Boards, net.)

For yet another addition to the numerous collections of one-act plays there need be no excuse, so long as the individual plays are good and the collection well varied. The demand from play-reading and dramatic societies is insatiable, and in the schools many teachers prefer variety of material for dramatic reading to the detailed study of a few plays only. It is to older readers and players that this collection will appeal. The social satire of Barrie's "Twelve Pound Look," of Gordon Daviot's "Remember Caesar," and even W. S. Gilbert's "Creatures of Impulse," is not likely to make a strong appeal in the classroom, nor can one imagine the schoolboy or schoolgirl player making a success of such parts as Harry Sims, or Lady Weston. All the plays included are by experienced dramatists and "act" well. The serious and gay, thrill and fantasy, are nicely alternated, although one might regret, perhaps, that the two costume pieces are of the same period.

Viewed as literature—and their inclusion in a *Treasures of Modern Prose* series challenges this—the plays selected are less even. Barrie, whether you admire or loathe him, runs away with the honours here. It is surprising how little his play has dated; that touch of the universal that marks the classic has preserved it. Dr. Johnson, speaking also of a play, said, "It has not wit enough to keep it sweet." The reverse is true of Barrie's little gem, nor does it suffer from that excess of sentiment which causes "What Every Woman Knows" and "The Old Lady Shows Her Medals" to stick in some people's throats. Of the others, it is doubtful if any has the seeds of permanence, although "Remember Caesar" is a pleasant and competent enough comedy and the thriller "Five at 'The George'" has a nice sense of form.

We enjoyed reading, or re-reading all the plays—except "Bring Me My Bow" which has much of the shallow iconoclasm of the age-group about which it is written.

E.F.C.

* * *

Youth Councils. An Interim Report. (University of London Press for University of Bristol Institute of Education, 2s. net.)

No part of the work of a local education authority calls for more attention than the Youth Service. The secondary schools and the technical institutions could often do with less of the administrative attention they now receive, but the demands of the Youth Service cannot be ignored. Its amorphous shifting untidiness make it a constant administrative headache. And yet to reduce that untidiness to convenient order would destroy the very spirit in which the movement has grown up. The usual method of co-ordinating the activities of the whole without drying up the spontaneity of the parts has been the Youth Committee. But since one of the primary functions of the Youth Service is to give young people the fullest opportunities to learn how to manage their own affairs, many districts have set up Youth Councils in addition. "To find the extent to which Youth Councils are in existence in England and Wales and to estimate to some degree what their function was and might be" a small survey group was set going by the 18-30 Conference. Their significant and "meaty" interim report begins by defining a Youth Council as "a body of young people representative of the different youth organizations in the locality" and then gives a summary of the replies to

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a questionnaire sent out to local authorities and the group's observations thereon. (Incidentally, it is sad to observe how many local authorities failed to reply to what was obviously a useful and responsible piece of research having the backing of the Bristol University Institute of Education. In a map illustrating the replies the counties that failed to respond are shown; it is a pity that the defaulting borough authorities were not stigmatised in the same way. To plead pressure of business is to misunderstand the essence of administration, which is the ability to see the wood as well as the trees.) Not the least valuable part of the report is the descriptions of Youth Council work in three representative areas. There is also a challenging comparison with what is being done in the U.S.A. This is an interim report only. We look forward to the final report with much interest.—E.F.C.

* * *

Prayers for Children, by Brenda W. Holloway. (University of London Press, 3s. 6d.).

Here we have what we believe to be the first collection of prayers for the corporate use of children in day or Sunday schools, or at children's services. The purpose of the book, it is stated, is to put into the hands of teachers a collection of prayers on a variety of subjects that is suited to children of junior school age. The prayers themselves are simple enough to be understood by the youngest children. No attempt has been made to draw up forms of service but the book also includes a selection of suitable Bible readings planned as a course for the school year.

* * *

This, Our England, from Century to Century in prose and verse. (Frederick Warne and Co., 2s. 6d.)

A charming little collection of quotations, drawn from the works of authors who, down the centuries, have written in praise of our land and nation. The quotations have been chosen by that well-known journalist and author, A. L. Haydon, and Joan Wanklyn has provided attractive decorations.

* * *

A Source Book on Opinion of Human Values, by K. B. Webb, M.A., B.Sc. (Tower Bridge Publications, 7s. 6d. net.)

The Norwood Report has met with much criticism from those who deny that, intellectually or educationally, there are at least two different types of child and that there should consequently be at least two different types of school to cater for them. But those who teach in the grammar schools know that the Norwood Committee were in the right of it and that there is a type of child to whom abstract enquiry and a search after the underlying "why?" appeal strongly. It is with these pupils in the sixth forms that Mr. Webb's "source book" will be found most useful. His plan is an original and stimulating one. He has gathered some two hundred quotations—some of them quite short, others extending to several paragraphs, which give the considered opinions of great writers and thinkers on the basic problems affecting human life—truth, beauty, society, civilization, government, war, religion, law, philosophy. The compiler, himself the head master of a grammar school, has, over a period of fifteen years, spent one hour a week with six-formers, turning over the mental soil, planting and fostering the growth of ideas. It is unquestionably work of the highest educational value. His collection of thought-provoking material should be in the hands of everyone engaged on similar work. The range is wide: from Plato to W. P. Alexander, from Hitler to Mill; the points of view expressed are often at variance as becomes a book which is designed to set up bulwarks against propaganda. This is a book to be dipped into, to be consulted, to be argued from and with, to serve as a stimulus to thought and a quarry for ideas. A quite exceptional book. An imperative "must" for the grammar school and university library.—E.F.C.

In Plain English, by B. L. K. Henderson, M.A., D.Lit. (James Blackwood, 5s. 6d. net.)

Teaching their mother tongue to intelligent adults presents special difficulties. Much which, to the grammar school leaver of sixteen would go without saying, must be included, and yet the *amour propre* of the reader must be shielded. Clearly, essentials only will appear—but what are the essentials? The book must not be too lengthy or it will repel; but, if it remains sketchy, there is danger that the reader will meet nothing he did not already know. Yet, of the need of sound guidance for the adult use of English in commerce and industry, in the professions and public services, there can be no doubt.

Dr. Henderson's attempt at a solution is not altogether happy. He admits that it was based largely on a series of lectures, and here lies the fault. For the touch of whimsy, the humorous aside, the monotony-relieving anecdote which are the familiar stock in trade of the platform speaker, jar on the reader of the home-help handbook. "*Que diable faites vous dans cette gallerie?*" he exclaims, and doubts the trustworthiness of his puckish mentor. Semi-humorous footnotes and "interludes," with much varied but inconsistent typographical high jinks, add savour to Laurence Sterne, but are a doubtful asset to a text-book on the use of English. This is a pity, because there is much good material here. The selection is shrewd and practical: it is to the author's credit, too, that he strikes some effective blows in the cause of plain words against "commercial" English. These are personal opinions: it is very probable that others may find this book just their cup of tea. The fact remains that, whether the style appeals to you or not, the book's judgments on points of grammar and usage are impeccably sound.—E.F.C.

* * *

A Biological Glossary, by Nesta F. Sayers, M.Sc. (University of London Press.)

In the days when Latin and, to a lesser degree, Greek, formed part of the educational equipment of those who studied the sciences as well as those who followed the arts, technical terms from the classical languages presented little difficulty. The roots were known, and an unfamiliar or newly coined scientific term could be readily understood. To-day, the average student of biology, or any other science, has (like Shakespeare, unless Stratford Grammar School be maligned) "little Latin and less Greek." He comes to the technical terms of his chosen study with no background of classical education so that each new polysyllabic monstrosity is one more meaningless strain on his memory. This Biological Glossary offers not only a ready means of looking up unfamiliar terms, but also much valuable guidance in grouping words from the same root together, so that what they have in common becomes obvious. This method perforce disturbs the alphabetical order slightly and calls for a good deal of cross-referencing, but since the book is intended to be something more than a mere dictionary, this is all to the good: what has called for the exercise of conscious thought is more likely to be remembered. A useful addition to the young biologist's equipment.—E.F.C.

* * *

A Concise Dictionary of English Idioms, by William Freeman. (English Universities Press, 8s. 6d. net.)

A dictionary of idioms has two points in common with an anthology: it makes excellent casual reading and it is almost certain not to contain the personal favourites the reader had hoped to find. Ivor Brown and Pearsall Logan Smith have reminded us—had we needed any reminder—that word and phrase hunting can be a fascinating amusement. Mr. Freeman provides us here with a rich store of oddities and whimsies in everyday speech as well as a guide to the more prosaic usages of what Basic English calls the "operators": *go, get, come, put, take*, and the rest. It would be manifestly impossible to include within a handy volume of this size all the idiomatic expressions with which

our language is blessed—or bedevilled. But the selection is sound. The compiler was wise, too, in inventing his examples to fit exactly his definitions, rather than to cull them from accepted writers, since these expressions belong to speech rather than to writing. A competent, useful and entertaining reference book.—E.F.C.

* * * *

Modern School Visual Geographies, Book 6, U.S.S.R.—The Near and Far East, by S. May, B.Sc., F.R.G.S. (Evans' Brothers, 2s. net.)

It was clear from the moment when the school-leaving age was raised to fifteen and the secondary modern schools were promised a parity of status with older forms of secondary schools that their curriculum-planning would have to go back to first principles. The marking time until a boy or girl could leave which was so often the lot of those in the old senior schools had to disappear, while at the same time any mere modification of the grammar school curriculum would not meet the need. Now, after six years of experiment, it is becoming possible to see the shape the new schools are taking. The old "subjects"—history, geography, English and so on—are still there, for they are part of the intelligent citizen's essential equipment, but they have been modified and their sharp edges blurred, to meet the needs of the non-academic, practical-minded pupil. Educational publishers (who know more than most what is going on in the schools) have been swift to meet the new demand, and some of the books designed for the secondary modern schools now coming from the press are admirable both in content and format. Among such are the Modern School Visual Histories and the Modern School Visual Geographies. The latest volume in the latter series deals with the continent of Asia. A large double page is devoted to each country or region; on the one side a brief explanatory text brings out salient features, and on the other are pictorial maps and illustrations. Two or three suggestions for note-book work are added.—E.F.C.

* * * *

English on the Job, by K. Gibberd, M.A. (Dent, 3s. net.)

The problem confronting all who attempt to teach the basic subjects of the school curriculum to "young workers, trainees, and young men and women in His Majesty's Forces," is to devise some method of approach which will be sufficiently elementary for the limited attainment of the students while at the same time not appearing to return to the atmosphere of the schoolroom. The solution lies, of course, in selecting material which is related to the more mature experience of the students, so that what is done shall not only be useful to them, but shall also appear to be useful to them. The young people Miss Gibberd has particularly in mind in her book are those who, for one reason or another, have "missed the bus" earlier on and are trying to catch up—a woefully large group, as all engaged in further education know to their cost. For them she has produced what she calls a "relief conveyance," and a very comfortable vehicle it is, taking an interesting route and offering the passengers every opportunity of reaching their destination. The familiar English text-book apparatus has been wholly discarded. The chapters are written in a lively, readable manner, and the exercises are interspersed with helpful notes and suggestions. The appeal to the eye—essential to students of this type—has not been forgotten. A group taken thoughtfully through this course should profit considerably. The price is remarkably low for a book so attractively and durably produced.—E.F.C.

Appointments

Mr. W. H. Brown, B.Sc., A.C.G.I., has been appointed Principal of the Rotherham Technical College.

* * * *

Mr. C. L. Old, Principal of Rotherham College of Technology since 1948, has been appointed Principal of the Wolverhampton and Staffordshire Technical College.

* * * *

Unesco has appointed Dr. Thomas E. Benner, Professor of Education at the University of Illinois, as its representative in Korea. He will be responsible for surveying the means of restoring education in that country.

* * * *

The City and Guilds of London Institute for the Advancement of Technical Education, announce the appointment of Mr. J. W. Voelcker, A.C.G.I., B.Sc., A.M.I.E.E., as Secretary of the Institute to succeed Mr. G. C. Stephenson, A.C.A., who has now retired, but who will continue to help and advise in the work of the Institute.

* * * *

The Secretary of State for the Colonies (Mr. James Griffiths) announces that Professor J. P. Andrews, Vice-Principal and Professor of Physics at the University College, Ibadan, Nigeria, has accepted appointment as Principal-Designate of the new Gold Coast College of Arts, Science, and Technology and that Mr. R. Pattison has been appointed head of the college's engineering department.

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GRAMOPHONE REVIEW

Shakespeare Sonnets.—Nos. 2, 14, 18, 19 and 29, 34, 66, 90 on Columbia DX1773. Nos. 97, 106, 107, 116 and 129, 130, 138, 144 on DX1774. All read by Anthony Quayle. Recorded under the auspices of the British Council.

These sonnets, early and passionately works, are here quietly, but not unemotionally, spoken. Their complexity, due in part at least to Elizabethan fashion in poetry, makes them hard to understand at first hearing. Close students of the written word will better appreciate the reader's skill and taste.

C. P. E. Bach.—Sonata in A minor. The Collegium Pro Arte (Irmgard Lechner—Clavecin, Kurt Reidel—Flute, Helmut Winschermann—Hautbois, Martin Bochmann—Violoncelle). H.M.V. DB21304.

A pleasant, but not distinguished, work in three movements (Andante, Allegro, and Vivace con variazioni). It sounds like a flute solo with rather distant harpsichord, and very distant 'cello, accompaniment. Where is the "hautbois"?

Beethoven.—Quartet in A major, Op. 18, No. 5. The Paganini Quartet. H.M.V. DB9648, 9649, 9650.

This is a sunny work. The young Beethoven, enjoying his now complete technical mastery, and writing in his characteristically individual manner, seems older and wiser than the turbulent Shakespeare of the Sonnets noticed above. The mood of this work recalls the Wordsworth of "Tintern Abbey." Beethoven, too, holds the "cheerful faith, that all which we behold is full of blessings." The present reviewer recalls that, on hearing all the quartets played in the Beethoven centenary year by the Lener Quartet, he found this work the most immediately attractive of the six quartets in Opus 18. The design of the movements is a little unusual. After a vigorous Allegro (two sides), comes a Minuet and Trio graver in tone than usual (one side), to be followed by an Andante Cantabile, a theme and five delightful variations (two sides), and a brisk Allegro. The work is beautifully played and recorded.

Casteinuovo-Tedesco.—Concerto for guitar and orchestra. Andres Segovia (guitar) and the New London Orchestra, cond. Alec Sherman. Columbia LX1404, 1405, 1406.

Easy, pleasant, tuneful music, doing no harm to anybody—and not much good either. How flabby after the Beethoven! But it will appeal to those who like their sentiment sweet.

Folk Songs.—Lay the Bent to the Bonny Broom, and The Turtle Dove on H.M.V. B10110. Queen Jane and (a) Died for Love, (b) The Queen's Maries on B10111. Sung by Isla Cameron (unaccompanied). Recorded under the auspices of the English Folk Dance and Song Society.

These are traditional songs, wild and gipsy-like. They are, in spirit and probably in fact, medieval ballads, and as such must not be set beside later, more self-conscious, songs. "The Contrast," as Sir Arthur Quiller-Couch said of spoken ballads in his preface to the Oxford Book of Ballads, "is unfair to them, much as any contrast between children and grown folk would be unfair." The singer, who learnt her songs by ear, has no voice and no artifice, but gives a rendering of these songs which is moving and disturbing in its suggestions of an older and wilder world. Her words are clear—not an unmixed blessing if the records are intended for school use.

Folk Dances.—Traditional American-English tunes for Square Dances. Cowboy (a) The Flop-eared Mule, (b) The Waggoner, and Mountain, (a) Sugar in my Coffee, (b) Sugar

in the Gourd, (c) Cripple Creek. H.M.V. B10112. Traditional tunes for The Rifleman (Galopede), (a) Galopede, (b) Petronella, (c) Davy, Davy, nick nack and Traditional Tunes for The Tempest (Vermonte) (a) Ap Shenkin, (b) Kitty Magee. H.M.V. B10113. All played by the Square Dance Band, directed by Douglas Kennedy. Recorded under the auspices of the English Folk Dance and Song Society.

Old English songs and dances were taken to America by the early settlers, sung and danced there in unbroken history, and now return to their first home with a livelier rhythm. These cheerful and competent records are meant for dancing.

Anglo-French Summer Schools at Vendome and Grenoble

This year English senior school children have been attending Summer schools under the direction of the Academie de Paris, when parties attended two Anglo-French Summer Schools. These are the first of a series which it is intended to hold every year, alternatively, in France and England.

One of the schools (for girls only) was held in the University City of Grenoble, and a mixed school (for boys and girls) was held in the Chateaux country at Vendome, in the Loire et Cher. Both places were chosen for the beauty of their scenery and the historical interest of their surroundings.

French children came from schools under the direction of the Academie de Paris and English children were nominated by their heads of schools for their ability to profit fully from the opportunity offered.

French was the principal language, but French and English were spoken on alternate days and, in addition to language study, principal activities included carefully prepared excursions to places of interest, play-readings, folk-dancing, poetry speaking competitions, the preparation of diaries and local surveys, sports, swimming, etc. At Grenoble the two plays chosen for the children to act were St. Joan, by George Bernard Shaw, and Antigone, by Jean Anouilh. At Vendome, the choice for the English group was a production of Jules Romains' "Le Docteur Knock" and for the French group, "Arms and the Man," by George Bernard Shaw. Lectures were given on subjects such as Modern Painting and the Resistance. The British staff gave lectures in English to the French group.

The Grenoble party, was under the supervision of the former Chairman of the Modern Language Association, Miss F. M. Forrest, B.A., Officer d'Academie, assisted by Miss Joan Lodge, Senior French Mistress at Milton Mount College, and the Vendome party was supervised by Dr. W. L. Presswood, B.A., Ph.D., Senior French Master at the City of London School, assisted by his wife, Dr. C. E. Presswood, B.A., Ph.D.

The administration of the British side was undertaken by the Central Bureau for Educational Visits and Exchanges, who had the advice of the Modern Language Association and a small committee of experienced educators.

So keen on National Savings is P. R. Kirkbride, a pupil at Monkton Combe School, near Bath, that he has produced his own savings posters, and types an annual report of the school's savings activities. As a result of his efforts the school's savings have risen in a term from £16 to £120.

* * *

During the Thirty-sixth Universal Congress of Esperanto, held in Munich at the beginning of this month, attended by 2,000 delegates from forty countries, the chief Burgemeister headed the ceremony when one of the principal squares of Munich was named "Esperanto-Platz."



The fundamental thing in school hygiene is cleanliness



Desks, lockers, ledges, window sills and cupboards should be "damp dusted" daily with dusters wrung out in a dilute solution of Izal Germicide. Floors should be swept daily with Izal Dustless Sweeping Compound, using "Thorncliffe" Brooms, specially designed for dustless sweeping.

During the summer, School Medical Officers can feel relieved that epidemics are unlikely; coughs and colds vanish in the sunshine. But there are always such problems as the cleanliness of the school buildings to consider.

In lavatories, washrooms, classrooms and dining rooms, there must always be real cleanliness. Walls and floors must not just look clean — they must *be* clean. How is this to be achieved? The Izal Service for School Hygiene has been planned to give true cleanliness throughout schools of all types, thereby guarding the children who work and play in them.

Get in touch with Newton Chambers and arrange for a specialist to call and discuss how the Izal Service can be planned to fit your special needs.



THE IZAL SERVICE FOR SCHOOL HYGIENE

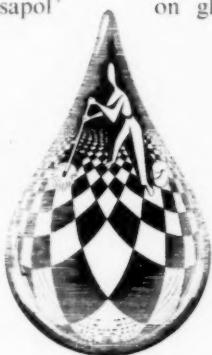
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'Lissapol' concentrated liquid detergent, scientifically designed for its job of making water shift dirt, helps the cleaners to do their work well, saves them time and labour, and cuts cleaning costs. Only a very little 'Lissapol' is needed — a few drops in a bucket of water are ample. Being a liquid it is easy to measure, dissolves instantly — even in hard, cold water

— and is simple to use. It forms neither salts nor scum to leave smears on glossy surfaces. In dishwashing machines, its freedom from foam is a particular advantage, and glass and china washed with it will dry sparkling and brilliant.

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